
TAHOE*TRUCKEE

1.1 | PURPOSE OF THIS DOCUMENT

A Facilities Master Plan (FMP) is strategic in nature. It identifies a vision for the next 10 to 15 years through a series of guiding principles which is coordinated with the District's recommended facility project list. The Site Master Plans (refer to Section 5.0) provide a visual representation of the FMP goals. It is important to note that the individual school Site Master Plan is not a design but rather a plan for the future improvement of the District's facilities infrastructure in support of the educational program goals for increased student outcomes and achievement.

This plan shows a general path of how to get to the goal, but it does not provide specific designed solutions. It represents long range improvement recommendations and was a tool in establishing estimated budgets for the FMP. The budget spreadsheet developed as part of this document can be utilized as a "tool kit" by the District for planning to run program phasing scenarios as funding becomes available to implement the plan recommendations.

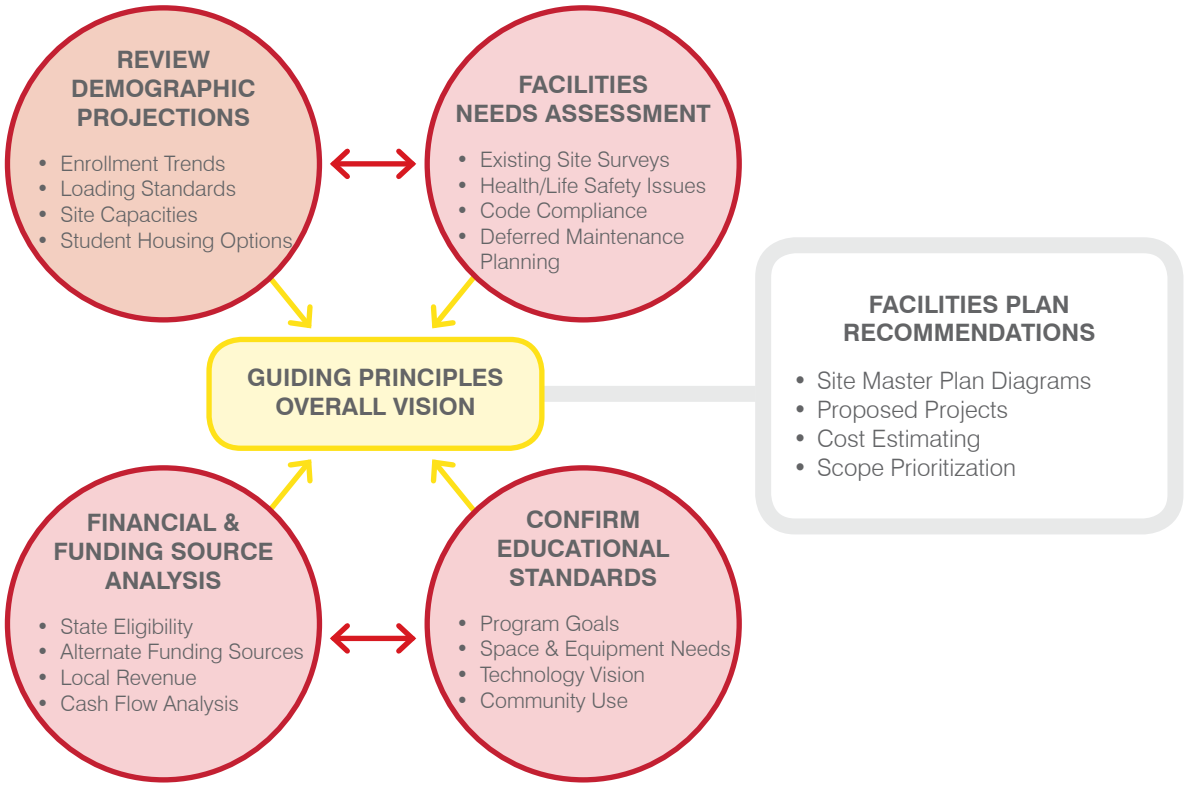
As funding becomes available and projects move forward, design teams (architects and engineers) will plan individual aspects of the projects recommended in the FMP. At that time, a school site Design Committee should be assembled to meet with the design team to provide input on the programming and design of the individual elements of the plan. The plans that result from the more detailed design phase process may vary from the concept shown in the FMP Site Master Plan, but should be a reflection of the guiding principles identified through the FMP process.

The Site Master Plans are not based on detailed site surveys, such as coordination of existing utility locations, soils reports and detailed code studies. That level of site and building analysis will be completed at the design phase when the projects are implemented.

It is likely that the projects listed in the FMP will be addressed incrementally, not as one large comprehensive project. Therefore, it is important that when designing individual projects of the plan, they are designed in such a way that future projects can still be realized and that each project can stand on its own without negatively impacting the operation of the school. As projects are developed over time, the FMP should be revisited and updated so that it reflects the changing needs of the district. This update process is recommended by the California Department of Education to occur on a 3-5 year cycle.

Today, the economic conditions and changing demographics are affecting how schools are being planned, designed and managed. The purpose of the FMP is to define the long-range goals for facility planning that support the educational goals of the District which ultimately aids in decision making so that the school facility improvements move toward a common, coordinated vision. The FMP is intended to be a guideline to allow sites to maintain flexibility as enrollment and programs change.

The following diagram illustrates the primary components of a comprehensive FMP process:



1.2 | BACKGROUND

The Tahoe Truckee Unified School District (TTUSD) is located in the Sierra Nevada Mountains, 100 miles northeast of Sacramento, and 35 miles west of Reno, Nevada. The District serves 3,600 students in California's Nevada, Placer and El Dorado Counties. Within this region, the District encompasses multiple communities including Truckee, Kings Beach, Tahoe Vista, Carnelian Bay, Tahoe City, Tahoma and Squaw Valley.

District offices are located in Truckee, California. District boundaries stretch from Hobart Mills, eight miles north of Truckee to Emerald Bay, near South Lake Tahoe; and from Cisco Grove, twenty miles to the west, to Floriston, fifteen miles to the east. The District encompasses more than 720 square miles.

The District is comprised of (5) Elementary Schools, (2) Middle Schools, (2) Comprehensive High Schools, (2) Alternative Schools, and (1) Specialized Program site.

Demonstrating the District's commitment to providing the highest quality instructional programs, the Board of Education has adopted a District Vision and thirteen District Belief statements:

District Vision

All Tahoe Truckee Unified School District scholars will be provided challenging and engaging learning opportunities in order to thrive and to be successful in a globally competitive age. This goal will be accomplished through collaboration with students, parents, staff, and the community, united in dedication to our children's future. Highly skilled, motivated and caring principals and teachers will engage scholars in effective and innovative instruction through a rigorous and relevant curriculum that promotes mastery of meaningful content, creativity, critical thinking, teamwork, problem solving, respect for diversity, the ability to communicate in multiple languages, and the effective use of technology. A culture of quality, accountability, responsibility, and respect shall characterize the school district.

District Beliefs

1. Students are the focus of all decisions.
2. A culture of accountability shall drive excellence and promote the district vision of teaching and learning.
3. Open, honest, respectful and responsive communication is fundamental to the collaborative process.
4. The physical, social and emotional well-being of students results from a partnership between families, the school staff, and the community.
5. Learning is a process that combines nurturing, creativity, imagination, honoring a sense of wonder, and exploration of individual interests.
6. We believe in embracing the diversity embodied within our community and appreciating the richness it adds to life.
7. The Lake Tahoe region is precious, and we value our physical environment and integrate this element into our educational goals.
8. Schools, families and the community are partners in helping students develop a sense of ownership for their learning.
9. Teachers are passionate professionals entrusted with the duty of ensuring the highest level of learning for all students.
10. School principals are passionate professionals who are leaders of leaders and accountable for the success of the school.
11. All district staff members contribute to a safe environment conducive to providing challenging and engaging learning opportunities for students.
12. The Superintendent-Chief Learning Officer has a critical responsibility to communicate a vision of the future and to initiate and support action toward the vision.
13. The board of education is entrusted with the responsibility for setting policies and strategies that are consistent with these beliefs and assures the district meets its vision.

In May 2013, Tahoe Truckee Unified School District sent out a request for proposal to develop a Facilities Master Plan (FMP). The intent of the plan was to analyze current facility conditions and needs, analyze future facility needs, help define educational facility goals for the next 10-15 years and suggest financial strategies to fund future needs. The facilities master planning process began in July 2013 and will conclude in February 2014. The FMP assessed the condition of existing school facilities and developed an understanding of anticipated long-range facilities needs, as well as strategies for addressing these needs. As a result of this work, a project list was developed for each school, reflecting the long-range educational and community goals for the District.

What is unique about this process and focus?

The 2014 Facilities Master Plan (FMP) has a far reaching stakeholder engagement process. This has been accomplished through the use of on-line surveys, community meetings, student forums and focused interviews. This collaborative process developed a list of guiding principles (refer to Section 2 of this document) that will influence the future improvement recommendations at each school.

In addition to the outreach processes, the FMP focuses on coordinating the District's educational program goals with the proposed facility improvements. The projects are listed and shown on a site master plan (refer to Section 4), to allow for better coordination of short range improvements. Each project is itemized to provide better continuity of the overall plan and is coordinated with the estimated budgets. The intent of listing each project allows the District to manage the implementation of the projects with the greatest flexibility in the future.

1.2 | BACKGROUND

Facilities Needs and Condition Assessment

In early July 2013, TTUSD and the District Leadership team kicked off the Facilities Needs Assessment portion of the Facilities Master Plan by conducting preliminary site walks at each school within the District. The purpose of these initial visits was to gain a general understanding of the condition of the facilities, as well as any over-arching needs or concerns.

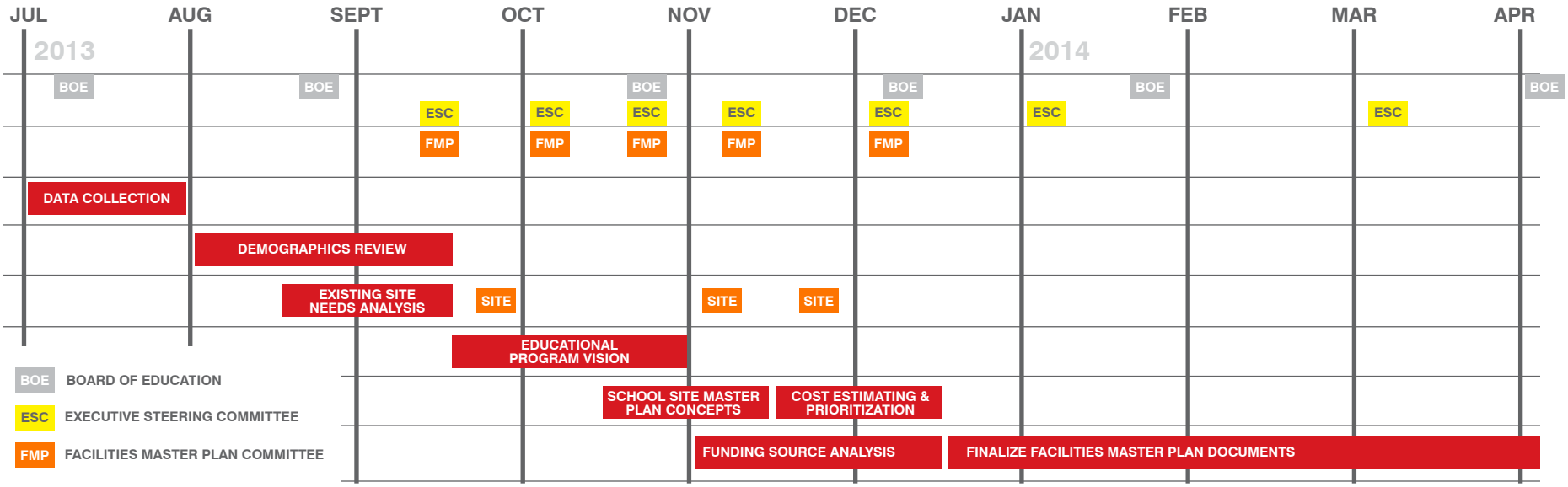
Following this preliminary work, LPA conducted an assessment of facilities needs in August and September of 2013. During that time, members of the planning team walked each site, verifying the accuracy of the District's site plans, taking representative photographs of typical spaces inside and outside the buildings and documented conditions and room uses.

Site Master Planning

After analyzing information gathered during the site walks and various surveys and interviews on the condition of the facilities and program needs, the planning team began master planning each site in mid-October 2013.

From the mid-November to mid-December, a number of meetings were held to review the draft site master plans with the school site committees and district leadership to ensure the accuracy and relevance of the plans to the sites. Stakeholders were selected to serve on a School Site Committee which provided input on the proposed modifications and enhancements shown on the draft site master plans. In the process of creating the master plans, there was an evaluation of the existing programs. Adjustments were made if the existing layout needed modifications to improve the overall school function. The site master plans were revised to reflect the input and evaluation of programmatic and functional needs, resulting in the final proposed site master plans.

The proposed modifications and enhancements represent a ten to fifteen year vision for the school site, with phased implementation as funding becomes available. Once funding is available for specific projects, further discussions with school site and District stakeholders will refine the design and details of the projects. The proposed facility modifications reflect a rough potential layout to establish budgets and are not intended to represent a final design.



1.3 | FMP PROCESS

At the outset of the facilities master planning process, the District Leadership team set out to define the roles and responsibilities of the stakeholder participant groups. These groups were refined in the process and ultimately comprised an Executive Steering Committee, a Facilities Master Plan Committee, School Site Committees and Focus Group representatives for specialized topics .

The groups provided input throughout the process, defining educational program goals and offering direction on facilities master planning goals. The main task during the initial stages of the process was to define the guiding principles that would best support the educational vision of the district for the next ten to fifteen years. Throughout the process, these principles became a lens through which all master planning decisions were filtered, to ensure alignment with district goals.

All input eventually led to the creation of a set of final recommendations that will be brought before the Board of Education for review, comment and approval.

DESCRIPTION OF STAKEHOLDER GROUPS

Executive Steering Committee (ESC) steered and coordinated the process and ensured that input from a range of stakeholders would be optimized. In addition, through regular meetings, the team was responsible for reviewing outcomes from stakeholder committee meetings and providing input on the development of the Site Master Plans and estimated budgets to guide the FMP process.

Facilities Master Plan Committee (FMPC) meetings were held to develop broad visioning concepts and initial guiding principles themes, and to review and provide input on the development of the Site Master Plans and prioritization of projects.

School Site Committees (SSC) were formed to interact with the planning team to develop and confirm the specific master plan proposal for each school site in the District. Interaction will these stakeholders included a District Wide Townhall Orientation and follow-up 1 on 1 meetings with each site. Between these two sessions each School Site Committee was tasked with interacting with their local community stakeholders as they best saw fit to meet the needs of their site. Participants included School Site Counsels, PTO, teachers, parents and site administrators.

Educational Program Focus Group sub-committee meetings were held on an as-needed basis, to focus on particular program topics, including over-arching themes such as, Elementary School Programs, Middle and High School Programs and Special Education needs.

District Staff Focused Interviews of Curriculum, Special Education, Maintenance, Operations, Facilities Department, Food Service, Transportation and Information Technology to determine facilities needs within their areas of expertise at both the District wide and individual school site levels.

FMP ACTIVITIES

The long range facilities master planning process comprised a number of activities organized by phase: Visioning, Community Outreach, Development of Criteria, Conceptual Site Master Plans, and Estimated Budgets, Project Prioritization, and Final Plan creation. The following is a list of activities that were conducted.

Facilities Needs Site Observations

Site Visits were conducted at all (5) Elementary, (2) Middle, (4) High School, and (1) Specialized Program campuses in the District. Each site visit was begun with an interview of the school site principal regarding the perceived needs at their school site prior to walking the campus. This meeting was then followed up with an electronic survey questionnaire to formally document the needs.

Following the meeting with the school site principals the LPA planning team surveyed each site, produced needs assessment narratives, and documented the campus through photography. The needs assessment task included visual observations of each school to determine the condition of the grounds and buildings. Interviews were conducted with the school Principals and Facilities Department staff to review upgrades needed to site work, plumbing, roofs, heating and air conditioning units, playgrounds and interior finishes. This analysis was used as the basis for the master planning site plans and project estimated budgets.

Visioning, Educational Program Standards

The first step in the process was the development of Guiding Principles to outline the overall program goals in support of increased student achievement. These principles are documented in chapter 2.2 of this FMP document. Educational program vision is documented in Section 4 of this FMP document.

1.3 | FMP PROCESS

Community Outreach

At the end of September 2013, Town Hall Meetings were conducted on the Truckee and Lake sites of the District. These meeting were held in their respective communities to encourage attendance and participation throughout the District. Additional Town Hall meetings were conducted in November 2013 and February 2014. At these meetings, the community was updated on the visioning process outcomes and common themes developed through the FMP process. In addition, school site master plans were also presented to allow for community input. Attendees included parents, students, and community members. The focus of these meetings was to obtain community input about needs and goals for each of the school sites.

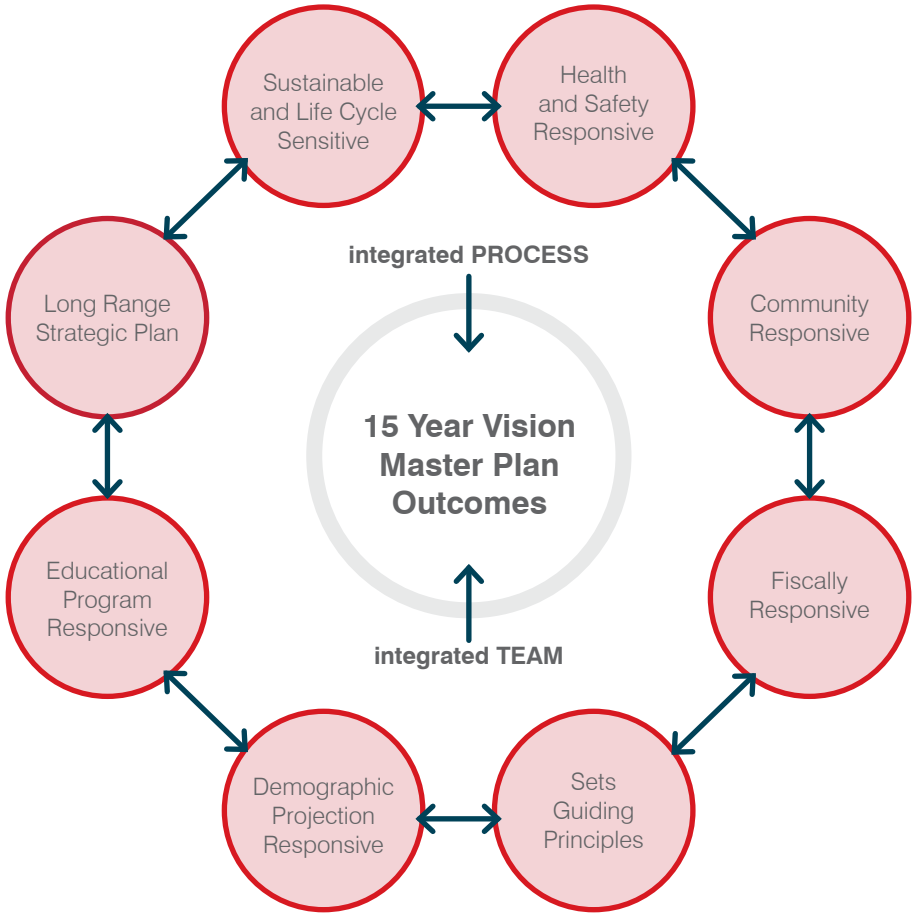
School Site Master Plans Development

The focus of this phase was to arrive at potential solutions and improvement strategies for each school facility in the District based on the assessment of needs conducted earlier in the process. Recommended master plan solutions for each school site were developed through the overlay of the educational program goals and facilities needs assessment finding onto each campus. Development of Site Master Plans took place from mid-October through mid-December 2013 with the active involvement of the Executive Steering Committee, Facilities Master Plan Committee and the School Site Committee groups.

Final Plan Packaging and Recommendations

During this final phase, proposed projects and estimated budgets were finalized and a preliminary prioritization of all facilities projects were determined (See Section 3 for total program costs, prioritization information, and funding source analysis). Cost estimate spreadsheet templates will be provided to the District upon conclusion of the planning process which can be utilized by District staff in the future as a tool to run program implementation scenarios as funds become available. A draft FMP will be submitted to the Board of Education for review and input, prior to adoption of the finalized plan in 2014.

MASTER PLAN PROCESS DIAGRAM



1.4 | PLANNING PARTICIPANTS

BOARD OF TRUSTEES

Kim Szczurek	Board President
Randy Hill	Board Clerk
Kirsten Livak	Board Member
Dianna Driller	Board Member
Gaylan Larson	Board Member

EXECUTIVE STEERING COMMITTEE

Rob Leri	Superintendent
John Britto	Facilities Director
Todd Rivera	Payroll & Budget Management
Corine Harvey	Exec. Director of Stu. Services
Tom Gemma	Exec. Director of Admin. Services
Dave Curry	Exec. Director of Edu. Services

FMP COMMITTEE MEMBERS

Adela Gonzalez del Valle	Community Liason
Alex Herrera	PTO Member / Parent
Alex Terrazas	Town of Truckee
Alison Elder	Fromer Committee Member / Parent
Alison Plapp	TTUSD, Teacher
Anna Klovstad	TTUSD, Facilities / Project Manager
Beth Nordby	TTUSD, Teacher
Betsy Ford	TTUSD , Teacher
Bob Bolton	TCPUD
Bob Gunter	CSEA President
Bridget Cornell	Tahoe Regional Planning Agency
Cindy Gustafson	TCPUD
Corine Harvey	Exec. Director of Stu. Services
Dan O'Gorman	TDRPD
Dave Curry	Exec. Director of Edu. Services
Dave Ferrari	Seirra College
David Manahan	Director of SELS
Doug Gadow	CATT
Edward Hilton	TTUSD, Teacher
Gaylan Larson	TTUSD, Board Member
Heather Urrea Sullivan	TTUSD, Teacher
John Britto	Facilities Director
John Carlson	TTUSD, Principal
John Manocchio	Truckee Donner Chamber of Comm.
John Shaffer	TDRPD
Laura Brown	Excellence in Ed
Linda Bedoch	TTUSD, Teacher
Mike Mendelson	TTUSD, Teacher
Mindy Carbajal	BGCNLT
Nik Fertitta	TTUSD, Teacher
Partrick Flora	Town of Truckee
Randy Hill	TTUSD, Board Member
Rebecca Maas	TTUSD, Teacher
Ricci Fisker	TTUSD, Maint. Supervisor
Rob Koster	TTUSD, Project Manager
Ron Treabess	NLTRA
Sandy E. Hall	NLTRA
Sara Colborn	TTUSD, Academic Coach
Stephanie Foucek	TTUSD, Principal
Sue Lowder	TTUSD, Teacher
Sydney Dion	TTUSD, Academic Coach
Todd Rivera	Manager of Budget and Payroll
Tom Gemma	Exec. Director of Admin. Services
Valerie Simpson	TTUSD, Teacher

SCHOOL SITE COMMITTEE MEMBERS

Donner Trail Elementary School

Cathy Tsaniff	Site Secretary
Colleen Rule	Parent
Emily Salmon	Parent
Gail McAmis	Parent
Judy Finney	Teacher
Kathee Hansen	Teacher
Michelle Reed	Teacher
Suzi Phebus	Principal

Glenshire Elementary School

Jeanette Reynolds	Parent
Kathleen Gauthier	Principal
Maggie Bockius	Teacher
Suzanne Samson	Teacher
Terrina Woodard	Teacher

Kings Beach Elementary School

Beth Hirsch Pascalli	Parent
Edith Ortega	Parent
Eileen Fahrner	Principal
Emily Hart	Teacher
Mary Lynn Willis	
Molly Holiday	Teacher
Oliver Phillips	Parent
Paula Bossler	Teacher
Rebecca Gordon	Teacher
Wayne Fields	Parent
Yvonne Logan	Teacher

Tahoe Lake Elementary School

Addie Gramanz	Parent
Beth Nordby	Teacher
Gay Thomas	Teacher
Kelli Twomey	Parent
Stephanie Foucek	Principal
Steve Twomey	Parent

1.4 | PLANNING PARTICIPANTS

Truckee Elementary School

Amalia Niewendorp	Teacher
Jean Watson	Parent
Katie Old	Teacher
Karen Mazur	Parent
Lory Vincent	Parent
Sandy Hines	Teacher
Valerie Simpson	Principal

Alder Creek Middle School

Hien Larson	Vice Principal
Lynn Thomas	Site Secretary
Mary Ruttenberg	Parent
Rachel Koles	Teacher
Randy Humphreys	Teacher
Sue Mock	Teacher
Suzi Phebus	Principal
Mr. Ward	Parent

North Tahoe School

Alison Plapp	Teacher
Cynthia Lujan	Teacher
Dana Hurt	Teacher
Diane Austin	Parent
Kathleen Tippins	Teacher
Karen Honeywell	Teacher
Linda Bendock	Teacher
Liz Gibeaut	Site Secretary
Mark Brown	Parent
Oliver Phillips	Parent
Scott Beaudry	Teacher
Sarah Coolidge	Parent
Teresa Rensch	Principal
Valli Murnane	Parent

North Tahoe High School

Dean Nordby	Music
Erin LeFevers	English
Jeff Ream	Teacher
Joanna Mitchell	Principal
JoAnna Battaglia	Art and Leadership
John Neary	Athletic Director
Julie Pieper	Parent
Lynne Hickman	Student
Mike Mendelson	Math and Engineering
Rachel Wright	Library / Technology
Sarah Subotic	Science

Tahoe Truckee High School

Bob Shaffer	Teacher / Coach
John Carlson	Principal
José Blanco	Parent
Kat Rolfe	Parent
Logan Mallone	Vice Principal
Nik Fertita	Teacher
Sue Lowder	Teacher

Sierra Continuation High School

Cindy Maciel	Teacher
Jane Loomis	Principal
Robin Redmond	Site Secretary

Coldstream

Jane Loomis	Principal

Sierra Expeditionary Learning School (SELS)

Crescent Ferrera	Parent
Cristina Wooley	Board Member
David Manahan	Director
Eric Strecker	Board Member
Jenn Skaff	Staff
Stacey Carr	Parent

CONSULTANTS

Master Planning Team - LPA Inc.

Jim Kisel	Principal
Steve Newsom	Associate
Kate Mraw	Associate
Jomay Liao	Educational Planner
Christine Tanguay	Technical Designer
Tyler Zalmanzig	Technical Designer

Demographics & Capacity Analysis
Dolinka Group

Funding Source Analysis
School Works

Cost Estimating
Cumming